

THE CANADIAN
Modern Language Review



Volume I

JUNE 1945

Number 4

FRENCH GRAMMARS

AUTHORIZED IN ONTARIO FOR USE IN
GRADE NINE, AS OF SEPTEMBER,
1945

We have recently been advised by the Ontario Department of Education that, beginning this Fall, the following two texts will be authorized to replace "Basic French" in Grade Nine in Ontario. The selection, as between the two (alternative) texts is left to the discretion of the individual school.

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We suggest that teachers who wish to examine either or both books immediately on publication should place their orders now, indicating the home or summer address to which the books should be sent.

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CANADA





The Canadian
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Community of interest is the surest bond of friendship.

VOULME I

JUNE, 1945

NUMBER 4

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THE RYERSON PRESS

TORONTO

Editorial

DEMOCRACY BEGINS AT SCHOOL!

By the grace of God, peace has finally been restored to the wasted lands of war-torn Europe. The United Nations have taken time off for a brief period of jubilation and thanksgiving before turning with renewed determination to the stern task which still lies ahead.

But alas! our joy is tempered by the bitter recollection that Victory in Europe has been achieved at the cost of precious human lives. When the time for reconstruction comes, we shall find that human 'matériel' cannot be replaced. It is a comfort, however, to know that those who have paid the supreme sacrifice have not died in vain. They knew what they were fighting for. They gave their all to preserve our Freedom—our democratic way of life.

As educators, we must see to it that the spirit of democracy is kept alive. It is our responsibility to bring home to the youth of Canada the need for unselfish co-operation among men and nations. As teachers of Modern Languages, we can do much to spread the Gospel of mutual tolerance and good will, by interpreting and reconciling the ideals and aspirations of those who speak a different tongue.

Before our influence can be effective, however, we must set our own house in order. We must be able to give an affirmative answer to these pertinent and timely questions: Is our educational system truly democratic? Are teachers' organizations given an adequate share of responsibility for the success of our educational programme? Do we grant our students a judicious measure of self-government in the school at large? Do we afford them the opportunity to practise democratic living in the classroom?

Democracy begins at school! Unless we are prepared to sacrifice outworn traditions and selfish interests to the common cause; unless we are willing to establish a democratic system in our schools, we cannot expect the boys and girls in our charge to grow up to be responsible citizens of a democratic country.

* * * *

The Canadian Modern Language Review has fully established its 'raison d'être'. The success of the first four issues has been due to the willingness of Modern Language teachers to co-operate—to work together for the common good. The publication of the 'Review' is a democratic enterprise. Let us continue to share the responsibility for its success, remembering that 'Community of interest is the surest bond of friendship'.

G. A. Klinck.

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LITERATURE AND THE ARTS

THE CLEVELAND PLAN or THE MULTIPLE APPROACH IN LANGUAGE TEACHING

By E. B. de Sauzé, Ph.D., Cleveland, Ohio

The Language Must Be Related To The Student's Interests and Experiences

The most vital problem in any classroom is how to stimulate and retain the interest of the pupils. Interest, attention, concentration, learning, cannot be separated, and teaching or learning is indeed a dreary, almost an impossible task without them. Forceful feeding, mental as well as physical, is a nasty operation and is seldom successful. "The art of teaching", says A. France, "is only the art of interesting, of arousing curiosity, and curiosity is active only in happy minds."

Interest is maintained when the material to be taught is carefully organized according to sound laws of learning, when the students find in the subject a constant challenge to solve carefully graded difficulties, and when the technique of introducing the new elements follows correct psychological and pedagogical practice.

Let us examine the practical application of this doctrine of interest to the learning of a foreign language. First of all, how does it affect the selection of the material to be taught? It is an accepted principle that we can do only those things well that are within the range of our experience. When a student learns a new language, he really is transferring his acquired experience from his mother-tongue to the new language. He is learning a second mode of expressing this same experience. This transfer will be all the more easily and successfully effected if the elements are introduced in the same fundamental sequence and relation that prevailed when he learned his mother-tongue. The topics introduced for reading or speaking must be a close counterpart of his experience; they should at first center around his daily activities, home, school, sports, restaurants, amusements, etc; later, when he has mastered this expression of his elemental interests, his curiosity may impel him to read and speak about the foreign nation. A safe and sane criterion to follow in establishing a vocabulary for a first-year course of study would be to group carefully the most elemental activities of a student of a given age, and to determine the vocabulary

essential to the revivifying of each activity in the new language. Common sense should prompt us to establish a vocabulary for the first year on the previous experience of the student rather than on a word-count based on books read in advanced classes.

The Sentence Is The Psychological Unit

This basic vocabulary should be introduced not as detached words, but as a connected story. The unit in a language is the sentence. To require of a class to memorize a list of detached words is about as thrilling, and as successful, as attempting to learn a list of telephone numbers. Association is the fundamental law of memory. Since we also aim to train the student to read, we must introduce him very early to a text that expresses a connected thought sequence, rather than to a haphazard collection of sentences that jump from the cow to the moon and create in the mind of the student the distinct impression that the new language is not capable of conveying thought, but only serves to illustrate grammatical relationships.

The Doctrine of 'Single Emphasis'

Let us now consider how carefully organized material may be introduced to the class in a manner that will arouse and sustain the interest. There are a few definite principles of pedagogy and psychology that govern the learning of linguistic elements.

Every experiment conducted to determine the amount of grammatical material to introduce at one time demonstrates conclusively that considerable confusion is avoided and time is ultimately saved when we present the elements one at a time, when we split them into small units, and when we separate the exceptions from the rule. This practice which we shall label "single emphasis" focuses the mind of the student on one difficulty instead of exposing it to several and thereby causing a blurring of the mental image. In French, for example, it is found to be more efficient not to combine in one lesson even related elements like the contractions of the definite articles, the partitives, the exceptions to the rule of the partitives. In German, only one gender is introduced at first and, of course, only in the nominative case.

Not only should these elements be introduced one at a time, reduced to the smallest possible unit, but we should linger long enough on the element to give the student time to assimilate, to master the element. We find another fundamental principle operating here, that of "incubation". A student should not only have an understanding of a rule, but he should have "assimilated" it through a series of drills, through repeated use, until he has acquired a ready command of the rule. Difficulties still unconquered should not meet new

difficulties along the way. From our experiments, we calculate that it takes approximately five recitations in the senior high school and seven to eight in the junior high school before one unit of grammar, skilfully woven into a connected text containing 30 new words, may be said to be reasonably well mastered. Only then is it safe to proceed to the next unit.

Intensive Versus Extensive Study

The objection may be raised that this careful procedure runs contrary to a tendency which is current in many schools and colleges and which emphasizes quantity rather than quality in the assignments and recitations of classes studying foreign languages. There are some who believe that extensive reading is more productive of results than the intensive process which is advocated here. In our opinion, reading skill is best secured through a careful study of limited material. The "reading method" relies on diffusion, i.e., a number of fleeting contacts. We insist upon concentration on the vocabulary or rule until it is thoroughly mastered. We are convinced that no real reading power can be acquired without training in accurate recognition of phrase units; such recognition is impossible without accurate perception of linguistic constructions. These cannot be formed without the processes of isolation, analysis, and expression. The writer, after examining many freshmen entering French classes in several universities, has arrived at the following conclusion: the knowledge of a foreign language is in inverse ratio to the number of books read in a given time. It may be added that the perusing of countless pages, just to discover the approximate meaning of the text, is not only grossly inefficient as a means of acquiring a real reading power, but also leads the student into habits of carelessness and slovenliness. It also leads him to adopt an unscientific attitude toward the whole problem of language study which he assumes to be purely a matter of habituation resulting from a series of unsystematic contacts.

Memorizing Conjugations And Declensions Inhibits Spontaneity

We noticed early in our experiment that learning by rote, in the conventional way, elements of grammar such as declensions and conjugations, was causing wrong habituation by forming associations that inhibited the spontaneous use of the particular case of the noun or person of the verb needed. Who has not observed the pathetic demeanour of the student who, in order to find the French for "we go", has to start with the first, second and third singular before coming to the form wanted?

The Technique of Challenge — Advantages of the Inductive Method

In attempting to find the most effective way of introducing new elements of language, of crossing the bridge from the known to the unknown, we discover the tremendous value of the principle of "challenge". All teachers who have been robbed of valuable time by students wasting a great deal of it solving jigsaw or cross-word puzzles, are painfully aware of the great fascination that such amusements hold for young and old. The psychological explanation is to be found in the fact that people seem to react automatically and instinctively to a challenge. Our first reaction is to take up the challenge. Hence the superiority of the inductive process as a teaching method. Instead of presenting the student with a rule on a platter, we set up a few carefully chosen illustrations of that rule and let him discover through skilful guidance the relationship of the new elements to others previously mastered and generalize his observations into a law governing these cases. The inductive process has the following advantages: it necessitates concentration; it sustains interest; it gives to the neurones the stimulation that comes from the satisfaction of having accomplished, by one's own efforts, a worthwhile and difficult task; it assists the memory which retains more easily and permanently any element that has been carefully observed and appropriated. Another exceedingly valuable by-product derived from the use of the "challenge" device is the training that the student receives in the most important tool of research, the inductive method. The writer is firmly convinced that such mental habits are transferable, not only to the related fields of language, but to any situation requiring systematic observation and careful generalization.

The same technique of challenge is used successfully in the teaching of new vocabulary elements incidental to reading. There are three ways of dealing with the initial learning of unknown words: they may either be translated into the mother-tongue, or be pointed to or explained by paraphrasing. The first method, alas! is the easiest, and therefore is still in general use, in spite of the fact that it is most inefficient. Translation presents no challenge, it provides the meaning too easily and it creates but a fleeting impression on the brain cells. The second method is better, as it involves visualization. A third method which consists of explaining new words with the help of elements previously taught, is far superior to all others, as it is based on challenge and makes use of the inductive process. It has the added advantage of creating associations by linking the new word with others related to it, of bringing it into the relationship of cause to effect, or of giving it a logical time sequence.

The Value of Paraphrasing

The "paraphrase" device solves the most puzzling problem of language learning, repetition, by almost automatically compelling every teacher to review previously taught material. It prevents the creation of separate, uncommunicating compartments called lessons, occupied in turn, and then left behind like stations along the railroad track. Repetition is necessary to produce habituation, that stage of spontaneous recognition or use of the language, which is so essential if students are ever to read with facility or speak with fluency.

The Oral Approach is both Stimulating and Efficient

Of all the various techniques that we employ in our teaching, the most efficient, the most stimulating, indeed the most essential to success is the oral and aural use of the language. Interest is maintained at its highest pitch through speaking. It is without question the most natural way of satisfying the innate desire of the student of a language to use that language; in the case of younger students it caters to their "love of doing", their desire to manipulate and put to use every material, every new acquisition. Every human being is endowed with the inherited ability to learn a language by ear; because countless generations have dealt with language in terms of sounds and only comparatively recently has language become a matter of letters; all of us have an atavistic aptitude for receiving linguistic facts more vividly, more satisfyingly, through the ear; the eye has become merely an auxiliary organ, one that should be used only as a secondary and never as a primary organ of reception.

The form of oral practice used in Cleveland is not a hit-or-miss series of questions with no other object than the building up of a stock of ready-made sentences. It is a "purposeful" exercise, aiming at the mastery, through oral use, of the fundamental principles of grammar illustrated by a connected lesson. This oral practice may take the form of dramatization, thus taking advantage of the instinct for play-acting which is still strong at high school age.

Results are much Better by the Direct Method

Very early in our experiment we find that classes in which the foreign language is used exclusively as a medium of instruction are securing appreciably better results than others in which English is used part of the time. Students, particularly those in the junior high school, are very sensitive to that imponderable which is called "class atmosphere". They take special pride in the fact that no English is allowed, and in some instances they voluntarily impose a fine for the unnecessary use of an English word. The only English permitted is a word or sentence introduced into the foreign language for the express purpose of clarifying a point in grammar or

an idiomatic expression. Even rules of grammar may be dealt with in the foreign language, provided the teacher uses ingenuity and limits himself to simple expressions. We take for granted, of course, that the whole course of study has been organized with that technique in view. The objection may be raised that we complicate the problem by introducing useless grammatical terminology. By actual count, however, we find only three or four expressions that might be said to belong exclusively to grammar; all others were either exactly like the English in sound and spelling or were commonly used general terms. We are convinced after years of experimentation: (1) that it is possible to eliminate English entirely as a medium of instruction from the foreign language classroom; (2) that it saves considerable time to use the foreign language exclusively; (3) that it creates a wholesome atmosphere in the classroom; (4) that it stimulates both teacher and students to make the necessary efforts to express themselves in the foreign language; (5) that it is exceedingly difficult, if not impossible, to limit oneself to a minimum of English; all administrators agree that the almost irresistible tendency is to increase the amount, five minutes today, ten tomorrow, ending up with only ten minutes of the foreign language in a comparatively short time.

Translation Retards Comprehension

What about translation? While the translation of a limited amount of English into the foreign language has some value as a means of insuring greater precision in the use of grammatical rules, translation into English is a hopelessly dull process that we can well afford to abandon. No one will deny the educational and cultural value of translating a page of French, for instance, into elegant English, with all the shades of meaning and beauty of form of the French; but such an exercise is exceedingly difficult and cannot be carried on successfully except in the solitude of one's study. Few people achieve success in this type of translation, which should be tried out only occasionally. The translation usually practised in the foreign language classroom is a perfunctory rendering into very indifferent, if not wrong, English, purely as a convenient device for reciting an assignment in reading. A skilful teacher, anxious to save valuable time and arouse the interest of the class in the work, will find judicious questioning in the foreign language, résumés, and dramatizations a far more efficient, far less wasteful device. Constant recourse to translation creates an inhibition to spontaneous reading by accustoming the reader to the use of the intermediary of English in a process that should proceed directly from the printed page to understanding. All our data show that the shortest road even to a reading knowledge of a foreign language is through a proper use of oral speech.

A Lesson Plan

As a demonstration of some of the principles outlined above, we present a lesson plan for the second lesson in 'Cours Pratique de Français', John C. Winston & Company. The new points introduced in this lesson are the Negation, the Feminine of Adjectives, and the Preposition 'de'. The fact that there are two grammatical elements introduced in one lesson would appear to be a violation of the principle of single emphasis, but it is occasionally necessary to present, during the course of one week, more than one grammatical point, provided they are not too difficult.

Teaching the Negation

During the teaching of the first lesson, which usually requires a period of two weeks, **Ce n'est pas correct** has been used frequently and is already quite familiar to the class though it has not been analyzed as involving the negation. To introduce the negation, point to a student who is not named Charles and say **Est-ce Charles?** The answer, **Non, monsieur**, will be given at once. It is even likely that some students, remembering **ce n'est pas correct**, will complete the answer by adding, **ce n'est pas Charles**. Ask a number of questions of the same type, requesting each time an affirmative and a negative reply. When you believe that **ce n'est pas** has been used sufficiently to be really familiar, ask someone to write **ce n'est pas** on the blackboard. By prodding him a little with a repetition of the sound of the words you will get him to write it correctly.

The class already knows how to count up to four. You may therefore say, 'not', **en anglais un mot, en français deux mots**. Pointing to the words, say slowly, '**ne**' devant le verbe, '**pas**' derrière le verbe. **Devant**—**derrière** have already been taught in Lesson One. **Derrière**, of course, is not exactly the right preposition, but it will answer the purpose until you are ready to substitute **après**. Since they have studied **P** it will be easy to teach **n'**.

Teaching the Feminine Form of Adjectives

Choose a boy who is very tall; then say, **Paul est grand**. An appropriate gesture will easily convey the meaning of **grand**. After repeating the sentence several times with several tall boys, have the sentence written on the blackboard. Now choose a tall girl and say, **Marie est grande**. After repeating this adjective in the feminine form in several other examples, have it written on the blackboard underneath the preceding sentence. If **grande** is written without an '**e**', attract attention to the fact that you are pronouncing the '**d**' in **grande** and therefore a letter is necessary after the '**d**'. Ask the class then, **Pourquoi grande?** Someone almost surely will answer at once, **Marie est une fille**. Someone probably

will formulate the rule **Pour une fille, grande, pour un garçon, grand.** The rule could be formulated very simply by saying, **pour le féminin ajoutez 'e'.** Perform the action of adding 'e' to convey the meaning of **ajoutez**. After drilling the regular forms of the feminine, introduce the two exceptions, **rouge** with **encre**, then **blanche** in connection with **craie**.

The Preposition 'de'

No trouble is ever experienced in conveying the meaning of 'de' in sentences like **le crayon de Marie, le livre de Paul.**

Five recitations of 40 to 45 minutes each should be spent on the whole lesson.

LANGUAGE TEACHERS NEED NOT BE ON THE DEFENSIVE

"Language teachers need not be on the defensive. For years they have been teaching their pupils to read, write, understand, speak, and comprehend the grammatical structure of a foreign language, while at the same time they imparted a knowledge of the history, geography, literature, music, and art of the country whose language was being taught. In addition to all this, and within the same period, they brought to these same children a new appreciation of their native tongue, an enriched vocabulary, and a consciousness of the logic and grammatical structure of their own language."

"That a smattering of ignorance resulted from this fantastic attempt to teach not only a foreign language plus the cultural heritage of centuries, but also an appreciation and understanding of their native tongue, is not to be wondered at. In the 260 hours (40 minutes a day 200 days a year is equal to 16,000 minutes in two years or 260 hours) allotted them for teaching, miracles were accomplished. The miracle of the Army, with its select students, small classes, intensive program, adult students, and power to inflict punishment (i.e., removal from its classes to less attractive and more dangerous branches of the service of students failing to work sufficiently) is as nothing compared with that of the high school or junior high school teacher who cajoles (or terrorizes) his pupils into spelling foreign words accurately while they continue to show an abysmal ignorance and profound unconcern for the niceties of English spelling." (Frances O. Landau, William Howard Taft H.S., in 'High Points' for Oct. '44.)—French Review, March, 1945.

FRENCH PRONUNCIATION MADE SIMPLE

"Correct pronunciation is essential to oral fluency. Imitation alone is inadequate, especially in large classes." Dr. Emile B. de Sauzé, Director of Foreign Languages in the Cleveland Public Schools and Director of the School of French at Western Reserve University, has prepared four ten-inch double-faced records by means of which students can be taught exactly how to make the correct sounds. Slower students may listen to the records outside of school hours and thus keep up with the class. Complete set of four records dictated by Dr. de Sauzé — \$10.00. Melville Sound Laboratories, 5200 Euclid Avenue, Cleveland, Ohio.

Une mère lisait, un jour, une poésie à son petit garçon, âgé de six ans: "Je crains que tu ne comprennes pas, mon cher."

—Oh, oui, maman, je pourrais très bien comprendre si seulement tu voulais ne pas m'expliquer."

—James Sully (L'Ecole Ontarienne)

TEACHING METHODS

"I have bought golden opinions from all sorts of people." —Shakespeare

CORRESPONDENCE SCHOOL BRANCH, FRENCH 1, 2 AND 3
DEPARTMENT OF EDUCATION, EDMONTON, ALBERTA

RADIO BROADCASTS OVER CKUA

By Maurice Lavallée, Edmonton.

In Alberta, as in some of the other provinces of Canada, French correspondence courses are offered to students who for one reason or another can not study that subject in the school they attend. Many students, before registering, wonder if it will be possible for them to learn French successfully with the aid of a teacher who lives far away from them. They soon feel encouraged when they are told that already a large number of students have succeeded in learning French well through our correspondence instruction, and have made a splendid record on the final departmental French examinations. Some of our students have told us that they prefer to study French by correspondence because the correspondence method allows them to progress at their own rate of speed, and also because they receive more individual instruction than it is possible to give to students crowded into a large class-room. Being the sole masters of their time, the correspondence students have to learn to concentrate on their work.

In Alberta students must listen to the oral French lessons broadcast over station CKUA to be permitted to register for the correspondence courses and receive high school credits. This insures that no student receives credit for a correspondence course in French without having some experience with the spoken language.

The instructor who broadcasts the lessons is completely bilingual. He speaks French as well as he does his native language. He is able to speak directly to the students and makes the lessons sparkle with humour. There is a personal element in this oral course which would be lacking in a recorded lesson.

These radio lessons have considerable variety, with French songs and plays, readings, explanations, exercises, etc.

The radio course starts with the teaching of the basic French sounds. It is correlated with the written work and advances by gradual steps. Three different courses are given over the radio (first, second, and third year) to fulfil the needs of different levels of achievement.

As an incentive and a check, students must submit to the Correspondence Branch School, answers to simple objective exercises based on each radio lesson.

The correspondence French broadcasts began about four years ago. The Linguaphone method was first used. This method, probably a good one for people who already know some French and are free to play the records whenever they wish, did not appeal to the correspondence students. Now an oral course, based on a good variety of readings from the textbook "Première Année de français" by Camerlynck and a few

French songs, is given by a bilingual instructor. Two or three times a year, a French play, written by the French instructor, is broadcast to the correspondence students by some of their friends attending one of the Edmonton high schools. A copy of such a play is sent out to each student in order to allow him to become more familiar with the story of the play. Thus, when the latter is broadcast, the students can understand and enjoy the scenes which are presented. Such an oral course has proved interesting not only to correspondence students but also to many others who listen faithfully to every broadcast.

This oral course is broadcast over Radio Station CKUA to hundreds of students on Monday, Wednesday and Thursday at 5.30 p.m. every week. The course starts in October and ends in June.

Thus, the correspondence students of Alberta have some experience with the French spoken language, a language whose study broadens their mental horizon, and gives them a double view of life.

GRAMMAR DIFFICULTIES — COURS MOYEN I

Page

59 E.10 It was I who made that drawing — C'est moi qui ai fait ce dessin.
66 G.3 A photo which does not resemble me at all—Une photographie qui ne me ressemble pas du tout.
74 H How much she paid for the fur. . . I don't know—Combien elle a payé la fourrure. . . je ne le sais pas.
82 H.3 in the month of November—au mois de novembre.
91 G.5 One of them fell down—L'un d'eux est tombé.
99 F.15 in the north of France—au nord de la France.
16 more contented now that I have—plus contente maintenant que j'ai.
119 F.8 They did not want anything more—ils n'ont désiré rien de plus.
G The weather was fine—Le temps était beau or il faisait beau.
What weather there is in Paris in April!—Quels temps fait-il à Paris en avril!
125 G.1 to make efforts to walk—faire des efforts pour marcher.
2 to do something for him—faire quelque chose pour lui.
H Mr. Robinson was an English priest who—M. Robinson était un prêtre anglais qui.
some of the virtues of their great friend—quelques-uns des bons traits de leur ami intime.
he had a white skin. . . a black heart—il avait la peau blanche . . . le cœur noir.
140 F.2 I entered, bowed and said—Je suis entré, je me suis incliné et j'ai dit ou Je suis entré, saluant et disant.
3 How long—Combien de temps.
4 I shall be in my office—Je serai à mon bureau.
5 How many kilometres are there in five miles?—Combien de kilomètres y a-t-il en cinq milles?
6 He works for a business man—Il travaille pour un commerçant
149 J.19 I wish to hear nothing more—Je désire n'entendre rien de plus.
157 G(a) the most famous cathedral in France—la cathédrale la plus célèbre de (la) France.
stands—se trouve or s'élève (not dresse").
an island, l'Île de la Cité—une île, l'Île de la Cité.
(b) the famous boulevard which the students call Boul-Miche—
le boulevard renommé appelé par les étudiants Boul-Miche.
the university of Paris, the Sorbonne—l'université de Paris,
la Sorbonne.

167 H the next day—*le lendemain*.
 182 I she would look in her purse—*elle regarderait dans son porte-monnaie* (if conditional) but *elle regardait* (if repeated action).
 198 G.6 as we shall have to leave early—*comme il nous faut partir de bonne heure*.
 7 in a day—*en un jour*.
 199 E.6 Wine is made from grapes—*Le vin se fait avec des raisins*.
 9 enthusiasm for the race—*enthousiasme pour la course*.
 10 as we were arriving—*comme nous arrivions*.
 209 G.3 I despair of ever writing well—*Je désespère de jamais pouvoir écrire bien ou bien écrire*.
 10 We lived on fruits—*Nous nous nourrissions de fruits*.
 216 F.12 I don't know what he has done with it—*Je ne sais pas ce qu'il en a fait*.
 16 unless I am mistaken—*à moins que je ne me trompe*.
 G as few mistakes as possible—*aussi peu de fautes que possible*.
 226 E.3 Tea is not drunk very much—*On ne boit pas beaucoup de thé* (quantity) but “*le thé*” for the general sense.
 227 G.2 They are seldom born rich—*Ils naissent rarement riches ou ils sont rarement nés riches*.
 8 It is important that our friends know where to find us—*Il est important que nos amis sachent où nous trouver*.
 237 F I doubt whether you are old enough—*Je doute que vous soyiez assez vieux*.

(The above are the difficulties I found the first year I taught Cours Moyen Part I).

—Alfreda Hall, Moulton College, Toronto

USEFUL PROJECTS

1. Ask the student to choose any six sentences from each story in **Basic French** and copy down each one under a picture cut out or made by themselves to illustrate the thought contained in it.
2. Three or more pupils working together may like to make relief maps of France and of the province of Quebec. They may also make all kinds of illustrated maps showing costumes, customs, industries, amusements, buildings, and so on.
3. Dressing dolls in the traditional costumes of the various parts of France interests many Grade IX and X pupils.
4. A number of pupils may take part in the production of a puppet show. One group may make and dress the puppets and another may produce the play. Many of the stories in **Basic French** may be dramatized in this manner and provide fun and review for the class.
5. A group may make a large scrap book on France, Quebec or related topics. This should be composed of large sheets of drawing paper and placed where it can be studied by the rest of the class.
6. If the class has access to a gymnasium some of the French folk dances may be tried out. Square dancing with French calls also creates much fun.
7. A group may learn a French song and teach it to the class.
8. Some pupils may like to collect crests bearing French wording.
9. A topic may be chosen and developed by the pupils themselves. Grade IX pupils often show great originality in the treatment of such topics.

The important thing to remember is that a good project cannot be

produced in a hurry. Furthermore, it must be something that the pupil wants to do and has a reasonable chance of bringing to a successful completion. Although a project may in itself add nothing to the pupil's knowledge of the language, it does serve to arouse interest in and liking for the subject. French is certainly going to have a greater attraction for those pupils whose work decorates the classroom than for those who see it only as a book subject. And once our pupils have sensed the glowing appeal of another language, and people and culture,—then we, the language teachers, can carry on.

—Dorothy Wilkins, Oshawa C. & V. I.

THE EFFECTIVE USE OF MAPS

How to use maps effectively in the French class is one of the many things we learned from Professor A. L. Cru's courses at the Banff Summer School of Oral French. As a result our classroom is now literally lined with maps of France and Europe, maps headed "La France agricole", "Physique", "Politique", "Des Provinces", "Les Voies Navigables", etc. A few good posters and pictures of France find a secondary place higher up on the walls. The maps serve as board screens when not on duty in their chief role as a means of learning something more about France itself. The following example will show how the maps may be used in almost every lesson, especially the reading lessons.

We have been working recently on Chapter I of "Les Trois Mousquetaires". "Où se passe la première scène?" was the opening question. A student replied: "À Meung, une petite ville située dans le sud-ouest de la France." "Dans quelle province?" "En Gascogne, n'est-ce pas?" "Mais non, vous vous trompez de ville. Regardez la carte. De quelle ville d'Artagnan est-il parti?" "De Tarbes." "C'est vrai. Et où se trouve Tarbes?" "Oh, c'est Tarbes qui se trouve en Gascogne."

So questions on the text take time, and the answers are often given in halting French, with many corrections of the prepositions "sur, à, en, dans". Tarbes, Meung, Gascogne, the two rivers Garonne and Loire, are put in their proper places, and the class returns to Meung en route for Paris. A swift side trip down the Loire to Tours, Nantes and St. Nazaire is of interest to all since these names figured so prominently in the war news of last year's invasion months. Questions proceed until this one crops up. "D'Artagnan, à qui ressemblait-il?" This time it is the map of Europe we need, showing Spain, the land of Cervantes, the Pyrénées, etc. Only by having maps hung where they are instantly available can this frequent but incidental use of them be made. The practice of frequent reference results imperceptibly perhaps, but effectively, in making direct contact with France a part of the course, linking the study of French more closely to France and to life situations of interest to our students.

—E. Catherine Barclay, Western Canada H.S., Calgary, Alberta.

VOCABULARY BUILDING

In learning a foreign language, it is essential to add to one's vocabulary continually, and at the same time to retain words previously encountered. In the higher grades of our secondary schools these two operations may well be combined by introducing new words in relation to vocabulary which should already be familiar to the students. For example, we may come across the word "direction" in a story or a reading selection in "Cours Moyen" in a Grade XI French class. The question "Quelles sont les quatre directions?" (answered by a pupil, if possible) will give us the words: 'le nord', 'le sud', 'l'est' and 'l'ouest'.

Vocabulary can be built up also by presenting related words, proceeding from the known to the unknown—e.g.: aimer—ami—aimable—amateur; instruire—l'instituteur—l'institutrice—l'instruction. The meaning of new words can be made clear by giving synonyms (un discours—une causerie); by means of opposites (paisible—belliqueux); or by definitions (Un libraire est le propriétaire d'un magasin où l'on vend des livres, du papier, etc.).

I have found that, in most classes, much of this work can be done by the brighter pupils who already know the "new" words. For them this is a review which will help transfer words from their passive to their active vocabularies. For the rest of the class, words presented in this manner are more easily remembered than when they are introduced by means of their English equivalent.

—Ian Ferguson, Owen Sound C. & V.I.

TEACH PUPILS HOW TO STUDY

Mr. G. E. Fraser, of Ottawa, submits this plan for teaching pupils how to study:

Preparatory Steps (Students' responsibility):

1. List the words, French and English, in columns, indicating genders by the definite article, and conjugations by the infinitive.
2. Cover the English; read the French; and say the English from memory.
3. Cover the French; read the English; and say the French from memory.
4. Cover the French; read the English; and write the French from memory.

The preparation is not complete until the results of this test are perfect.

Class Period (Teacher's responsibility):

1. The teacher reads the selection in word-groups, the class reading after him in unison.
2. Books are closed. The teacher speaks to the students in French, using the words in all sorts of combinations and grammatical constructions, seeking to develop instinctive understanding through the ears. Individual students prove comprehension by repeating the ideas in English.
3. Books remain closed. The teacher presents ideas to be reproduced in French. He must drill adequately on every word, every construction, every idiom, until correct expression becomes instinctive. Individual

students reproduce each idea, and the teacher repeats it for the class to repeat after him in unison.

4. The teacher assigns a translation exercise illustrating everything he has drilled. This counteracts the natural process of forgetting and enables the slow student to come up to standard.

—G. E. Fraser, High School of Commerce, Ottawa.

EXPIATION VOLONTAIRE

A cinq ans, Hélène remarque plusieurs détails qui échappent habituellement aux fillettes de son âge. Son père, artiste-peintre, est très soucieux du développement intellectuel de son enfant. Lorsqu'elle a été sage, il l'amène à son studio pour la récompenser. Là, il lui explique avec précision tout ce qu'elle peut comprendre. Et la petite contemple longtemps toiles, esquisses et croquis.

Un jour, par un mouvement maladroit, elle renverse une bouteille d'encre qui barbouille un dessin à la plume, presque achevé.

Le père s'écrie: "Malheur! pauvre Hélène! qu'as-tu fait là?" La petite comprend que sa faute est très grave.

Elle disparaît un instant et revient avec sa plus belle poupée. Elle la tend à son père et, le regardant à travers ses larmes, elle dit avec émotion:

—Tiens, casse-la!

—L'École Ontarienne, mars, 1945.

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THE SCHOOL

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Toronto, Ontario

A BASIC GERMAN VOCABULARY
FOR USE WITH 'LERNEN SIE DEUTSCH'*

By Thomas R. Howe, Earl Haig Collegiate, Willowdale, Ontario.

The following vocabulary is basic in the sense that it constitutes the nucleus of nouns and verbs with which the fundamentals of grammar are being taught in our present German course. The vocabulary consists of all the nouns and verbs that occur in the 'grammar exposés' and in the 'exercises' of the 'Sprechen Sie Deutsch' section of 'Lernen Sie Deutsch'. In composing such a vocabulary I have given concrete expression to the recommendations embodied in the 'Syllabus of Minima in Modern Foreign Languages'. These recommendations prescribe a small active vocabulary to be acquired by the end of the first four terms of college, or the first two years of high school. In brief the recommendations are as follows:

1. A total of 160 "high frequency nouns to be selected from the basic book in use should be memorized with their 'principal parts'. These are to be made a part of the pupils' active vocabulary, so that they may be used with a high degree of accuracy."

The allotment is 40 nouns for each of the four terms.

2. "A total of 75 strong verbs thoroughly learned as active vocabulary."

The allotment is 25 strong verbs for each of the last three terms.

The above recommendations were made to offset a certain confusion that always arises in a language course which stresses the reading approach. The confusion is between the passive and the active vocabulary of the student. The reading approach lays its stress on a large passive vocabulary, yet the student is frequently required to give a respectable performance with his active vocabulary. This demand often leaves the student with a feeling of incompetency, for he finds himself making mistakes with the principal parts of the most common noun or verb. He becomes discouraged. Confused by the large vocabulary that he has acquired, he feels that the plurals of the nouns and the principal parts of the verbs are a monstrous chaos that he can never set in order. At this very point the teacher should be able to come to his assistance with a small list of words to be learned as active vocabulary. With such a list the process of rendering passive vocabulary into active vocabulary can be controlled; confusion and discouragement can be avoided. I believe that the vocabulary offered here will serve this purpose.

In order to find a list of high frequency nouns and verbs which would be approximately the size of that prescribed in the 'Syllabus of Minima', I have listed all of the words occurring in the 'grammar exposés' and in the 'exercises' of the 'Sprechen Sie Deutsch' section of 'Lernen Sie Deutsch'. The words in these sections are drilled by all students using the text; they are the words that all students should know well. When students have mastered the principal parts of these words, they have acquired a solid, satisfying background of essential vocabulary. The

lists include 209 nouns, 94 strong and irregular weak verbs, and 71 weak verbs. As the words that occur only once or twice are clearly indicated, the lists can readily be reduced to individual requirements or to the recommendations of the 'Syllabus of Minima'. For the purposes of examinations (where only high frequency words are desirable in questions stressing grammatical relationships), all entries have been checked against the 1018 starred items in the 'Minimum Standard German Vocabulary'.* It is thus possible to determine at a glance whether a word has been stressed in the text itself and whether it is a word of primary importance in a beginners' course.

NOUNS DRILLED IN 'SPRECHEN SIE DEUTSCH'—

Total: 209.

Nouns marked (1) occurred only once. (70 in number)

Nouns marked (2) occurred only twice. (37 in number)

Nouns marked * appear as starred items in the 'Minimum Standard German Vocabulary'. (146 in number)

Nouns marked (-MSGV) do not occur in the 'Minimum Standard German Vocabulary'. (4 in number)

| | | |
|--------------|-----------------|-----------------|
| *Abend | Dampfer (2) | *Frühstück (2) |
| Abfahrt | Decke | Führer (2) |
| Abschied | Denkmal (1) | *Fuss |
| Abteil (1) | Deutschland (1) | Fussboden (1) |
| *Apfel | *Dienstag (1) | |
| *Arm | Dom (1) | *Garten |
| *Arzt | Drama (1) | *Gebäude (1) |
| *Aufgabe | *Eis (1) | Gedicht (1) |
| *Auge | *Eltern | *Geld |
| Bahnhof | Erkältung (2) | Gepäck |
| Ball (1) | *Esel (2) | *Geschichte |
| *Bauer | Essen (1) | *Glas |
| *Baum | Esszimmer (1) | *Gold (1) |
| *Beispiel | Fahrkarte | *Gras |
| Bekannte (1) | Fahrt (1) | Grosseltern (1) |
| *Berg | *Feder | Grossvater (2) |
| *Bett | *Feld | *Haar (1) |
| *Bild | *Fenster | *Hand |
| *Birne (1) | *Feuer | *Haus |
| *Eleistift | *Finger | Heimweh (1) |
| *Blume | *Fisch (1) | *Herr (2) |
| *Boden (1) | *Fleisch (2) | *Herz (1) |
| *Brief | Fluss (2) | Hilfe (1) |
| Brille | Frage (2) | *Himmel |
| *Brot (2) | *Frau | *Holz (2) |
| *Bruder | *Freitag (1) | *Hund |
| *Buch | Fremde (2) | *Hunger (2) |
| *Butter (1) | *Freund | *Hut |
| *Dach (1) | Freundin | *Jahr |

| | | |
|--------------------|---------------------|----------------|
| *Kaffee (2) | *Neffe (1) | Student |
| Karzer (1) (-MSGV) | *Nest (1) | *Stuhl |
| *Katze (2) | *Nichte (1) | *Stunde |
| *Kind | | |
| *Kinn (1) | *Ofen (2) | Tafel |
| *Kirche (2) | *Ohr | *Tag |
| *Klasse | *Onkel | *Tante |
| *Kleid (2) | | *Tasche (1) |
| Klingel (1) | *Papier | *Tee (1) |
| *Knabe | Park (1) | *Teil (1) |
| *Koffer | *Pferd (2) | Theater (2) |
| *Kohle (1) | Pflaume (1) (-MSGV) | *Tier (2) |
| *König (2) | Pfund (2) | *Tinte (2) |
| *Kopf (1) | Plan (1) | *Tisch |
| *Kreide (1) | *Platz (1) | *Tochter |
| Küche (1) | | *Tür |
| Kunstschatz (1) | *Rat (1) | Turm (1) |
| *Land | *Regen (2) | *Uhr |
| Leben (1) | Reise | |
| Lehrer | Rezept (1) (-MSGV) | *Vater |
| Lehrerin (1) | | *Vergnügen (2) |
| *Licht (1) | *Rücken (1) | Verwandte (1) |
| *Lied (1) | | *Vetter |
| *Lippe | Sage (1) | *Vogel |
| *Luft (1) | Schatten (2) | Vormittag (1) |
| | *Schiff (1) | |
| *Mädchen | Schlafzimmer (2) | *Wagen (2) |
| *Mann | Schloss | *Wald |
| *Maus | *Schnee (2) | *Wand (2) |
| *Mensch (1) | *Schule | *Wasser (2) |
| *Messer | Schüler | *Weg |
| *Milch | Schülerin | *Wetter |
| Minute (1) | *Schwester | *Wiese (1) |
| Mittag (2) | *Seite (1) | *Winter |
| *Mittwoch (1) | *Sohn | *Woche |
| *Monat | *Sommer | Wohnzimmer (1) |
| *Mond (1) | *Sonne | *Wort |
| *Montag | *Sonntag (1) | |
| *Morgen | *Staat (1) | |
| *Mutter | *Stadt | *Zeit |
| | Stadtschloss (1) | *Zeitung |
| Nachmittag | *Stern (1) | Zigarette (2) |
| *Nacht | *Strasse | (-MSGV) |
| *Name | Strassenbahn (2) | *Zimmer |
| *Nase | Strecke (1) | *Zug |

STRONG AND IRREGULAR WEAK VERBS DRILLED IN
 'SPRECHEN SIE DEUTSCH'

Total: 94.

Verbs marked (1) occurred in only one lesson. (30 in number)

Verbs marked (2) occurred in only two lessons. (9 in number)

Verbs marked * appear as starred items in the 'Minimum Standard German Vocabulary'. (64 in number)

Verbs marked (-MSGV) do not occur in the 'Minimum Standard German Vocabulary'. (9 in number)

| | | |
|---------------------|------------------|---------------------|
| abfahren 1(-MSGV) | *haben | *sollen |
| *anfangen | *halten (1) | *sprechen |
| ankommen | *hangen | *stehen |
| annehmen 1(-MSGV) | *heissen | *steigen (1) |
| anziehen (1) | *helfen | *sterben (1) |
| aufgehen (1) | hinausgehen (1) | |
| aufhalten 1(-MSGV) | | |
| aufstehen | *kennen | *tragen (2) |
| aussehen | *kommen | *treffen (1) |
| aussteigen (-MSGV) | *können | *treten (2) |
| | | *trinken |
| befinden | *lassen (1) | *tun |
| beschreiben | *laufen | |
| besprechen (2) | *lesen | untergehen 1(-MSGV) |
| bieten (1) | *liegen | untergehen (1) |
| *bleiben | | unterhalten (2) |
| *brennen (1) | mitgehen (-MSGV) | unternehmen (2) |
| *bringen | mitnehmen (1) | |
| | *mögen | *vergessen |
| *denken | *müssen | verlassen (1) |
| *dürfen | | *verlieren |
| | *nehmen | *versprechen |
| einladen (2) | *nennen | *verstehen |
| *einschlafen (2) | | vorgehen 1(-MSGV) |
| einstiegen 1(-MSGV) | rennen (1) | vorlesen (1) |
| eintreten (1) | *rufen | *vorschlagen (1) |
| erhalten | | |
| *essen | *scheinen | *wachsen (1) |
| | *schlafen | *wenden (1) |
| *fahren | *schliessen (1) | *werden |
| *fallen | *schneiden | weitergehen |
| *finden | *schreiben | 1(-MSGV) |
| *fliegen (1) | *sehen | *wiegen (1) |
| | *sein | *wissen |
| *geben | *senden (1) | *wollen |
| *gefallen (2) | *singen | |
| *gehen | *sitzen | zubringen (2) |
| *gelingen (2) | | |

WEAK VERBS DRILLED IN 'SPRECHEN SIE DEUTSCH'

Total: 71.

Verbs marked (1) occurred in only one lesson. (34 in number)

Verbs marked (2) occurred in only two lessons. (10 in number)

Verbs marked * appear as starred items in the 'Minimum Standard German Vocabulary'. (43 in number).

Verbs marked (-MSGV) do not occur in the 'Minimum Standard German Vocabulary'. (4 in number)

| | | |
|---------------------|----------------|------------------|
| abholen | fortsetzen (1) | *reisen (2) |
| anmelden 1(-MSGV) | *fragen | *ruhen (1) |
| *antworten | *freuen (2) | |
| *arbeiten | *fühlen (2) | *sagen |
| aufhören (1) | | schämen (1) |
| *aufmachen | *gehören | schnieien (1) |
| aufwecken 1(-MSGV) | | schütteln (1) |
| | * hören | *setzen |
| bauen | hungern (1) | *spielen |
| *bedeuten (1) | | stecken |
| *begegnen (1) | *kaufen | *stellen (1) |
| *begleiten (1) | *klopfen (2) | *studieren |
| besorgen (1) | | *suchen |
| bestellen (2) | *lachen (1) | |
| besuchen | *leben (2) | tanzen (1) |
| blitzen (1) | *legen | |
| *brauchen (1) | *lernen | überraschen (1) |
| | *lieben (1) | |
| *danken | | verkaufen (1) |
| | *machen | |
| *eilen (1) | *meinen (1) | *warten |
| erholen (1) | mitteilen (1) | wecken (1) |
| *erinnern (2) | | *wiederholen (1) |
| *erklären (1) | *öffnen | wiederholen |
| erkundigen 1(-MSGV) | | 1(-MSGV) |
| erwarten (2) | packen (1) | *wohnen |
| *erzählen | | *wünschen (1) |
| | rauchen (1) | |
| *fehlen | *reden (2) | *zeigen (2) |
| *folgen (1) | regnen | *zumachen |

* LERNEN SIE DEUTSCH—Oscar C. Burkhard (Copp Clark)

* THE SYLLABUS OF MINIMA IN MODERN FOREIGN LANGUAGES (Board of Education, City of New York). This is one of the most carefully compiled and most useful reports available to modern language teachers.

* Wadeuhl, Walter and Morgan, Bayard Quincy, MINIMUM STANDARD GERMAN VOCABULARY. New York: F. S. Crofts & Co., 1889.

"Wer fremde Sprachen nicht kennt, weiss nichts von seiner eigenen".
—Goethe.

"Die Leute, die niemals Zeit haben, tun am wenigsten".—Lichtenberg.
(23)

THE BASIC GERMAN VOCABULARY PREPARED FOR CLASSROOM USE

For classroom purposes the above lists have been grouped in such a way as to place the nouns occurring in the first four lessons in a group by themselves. Those nouns which first occur in the next four lessons (Lessons V-VIII) appear in the next group; those nouns which first appear in the next four lessons (Lessons IX-XII) appear in the next group, and so on for all lessons in the text. A similar grouping of the verbs is likewise made in such a manner as to permit of easy use of the Basic German Vocabulary in the classroom.

The short, practical rules * which precede these classroom lists are an adaptation of the rules found in the text itself, 'Lernen Sie Deutsch'.

Additional assistance is offered the student in the groups of nouns of the same declension class which follow the classroom lists given below. These short groups of similar high frequency nouns do not befuddle the student as did the older lists which included many low frequency words such as *Docht, Halm, Riff, Husar, etc.*

The manner in which the vocabulary list of nouns is printed may require a short explanation. The nouns and their principal parts are divided into three columns consisting of:

| 1. | 2. | 3. |
|-----------------------|------------------------------------|---|
| The definite articles | The nominative singular forms only | The genitive singular and nominative plural endings |
| der | Arm | -es, -e |
| die | Aufgabe | -n |
| das | Auge | -s, -n |

This arrangement permits the student to check his knowledge of the principal parts of the nouns without the use of English. The student simply covers the first and third columns and then, with only the nominative singular of the nouns before him, recalls the missing forms. In a basic vocabulary which contains only familiar words, the English equivalents are superfluous, for their only purpose would be to help the student recall the German forms. But as he already knows the German forms and is at this stage seeking to drill only the declensional endings, he is taking a backward step in language learning if he persists in making an English-German association in his mind. In the vocabulary arrangement made below the English equivalent can be eliminated and the student can still test his accuracy in a satisfactory fashion. His entire effort is thus focussed on German words and German forms; he is wasting no time on unnecessary English words. During this intermediate period when a student is familiar with the meanings of common German words and is seeking to fix their forms firmly in his mind, the three-column arrangement made in this vocabulary offers a new and efficient technique for vocabulary study.

* cf. The German Quarterly, Vol. XV, January, 1942 in which issue A. L. Elmquist discusses the futility of stressing the "classes" of German nouns. Rules similar to the above are advocated in the article.

RULES GOVERNING THE DECLENSION OF NOUNS

1. All nouns must be capitalized.
2. FEMININE nouns do not change in the SINGULAR.
3. The DATIVE PLURAL of all German nouns ends in "-n" (-en).
4. All nouns have the same endings in the NOMINATIVE, GENITIVE, and ACCUSATIVE PLURAL.

| | |
|------------|---------------|
| die Schule | die Schulen - |
| der Schule | der Schulen - |
| der Schule | den Schulen n |
| die Schule | die Schulen - |

5. Strong masculine and neuter nouns are the same in the NOMINATIVE, and ACCUSATIVE SINGULAR.

6. Strong masculine and neuter nouns that add "-es" to form the

genitive singular, add “-e” to form the dative singular.

7. Strong masculine and neuter nouns that add “-s” to form the genitive singular add nothing in the dative singular.

| | | | |
|-----|--------|-----|--------|
| der | Fuss | der | Vater |
| des | Fusses | des | Vaters |
| dem | Fusse | dem | Vater |
| den | Fuss | den | Vater |

| | | | | | |
|-----|--------|---|-----|--------|---|
| die | Fusse | - | die | Väter | - |
| der | Füsse | - | der | Väter | - |
| den | Füssen | n | den | Vätern | n |
| die | Füsse | - | die | Väter | - |

8. Nouns that add “-n” (-en) to form the genitive singular (weak nouns) add “-n” (-en) throughout.

| | | | | | |
|-----|--------|-----|--------|--------|---|
| der | Knabe | die | Knaben | - | |
| des | Knaben | n | der | Knaben | - |
| dem | Knaben | n | den | Knaben | n |
| den | Knaben | n | die | Knaben | - |

POINTERS FOR DETERMINING PRINCIPAL PARTS OF NOUNS

1. (-) or (") is the usual plural ending of nouns like: der Garten, -s, "; der Onkel, -s, -; der Vater, -s, "; das Mädchen, -s, -; das Fräulein, -s, -.
2. All nouns of one syllable add an ending to form the plural.
3. All polysyllabic feminines except die Mutter, " and die Tochter, " add “-n” (-en) to form the plural. Ex.: die Nase, -n.
4. Monosyllables generally take “-es” in the genitive and “-e” in the dative. Polysyllables take “-s” in the genitive: das Spiel, -es, -e; das Beispiel, -s, -e.
5. Compound nouns have the gender and declension of their last part: der Handschuh, -s, -e.

| NOUNS YOU NEED TO KNOW | | | 1. Lessons I-IV. | |
|------------------------|-----------|----------|------------------|----------------------|
| der | Arm | -es, -e | das | Mädchen -s, - |
| die | Aufgabe | -n | der | Mann -es, "er |
| das | Auge | -s, -n | die | Maus " |
| der | Ball | -es, "e | das | Messer -s, - |
| das | Beispiel | -s, -e | die | Milch " |
| das | Bild | -es, -er | die | Mutter " |
| der | Bleistift | -s, -e | die | Nase -n |
| die | Blume | -n | das | Ohr -es, -en |
| der | Bruder | -s, " | das | Papier -s, -e |
| das | Buch | -es, "er | die | Rose -n |
| die | Butter | | die | Schule -n |
| die | Decke | -n | der | Schüler -s, - |
| der | Esel | -s, - | die | Schülerin -nen |
| die | Feder | -n | die | Schwester -n |
| das | Fenster | -s, - | der | Sohn es, "e |
| der | Finger | -s, - | der | Sommer -s, - |
| die | Frau | -en | der | Stuhl -es, "e |
| der | Freund | -es, -e | die | Tafel -n |
| der | Fuss | -es, "e | der | Tee -s |
| der | Fussboden | -es, " | die | Tinte -n |
| das | Gras | -es, "er | der | Tisch -es, -e |
| die | Hand | "e | die | Tochter " |
| das | Haus | -es, "er | die | Tür -en |
| der | Himmel | -s, - | die | Uhr -en |
| das | Kind | -es, -er | der | Vater -s, " |
| das | Kinn | -es, -e | der | Winter -s, - |
| der | Knabe | -n, -n | das | Wort -es, -e, or "er |
| der | Lehrer | -s, - | das | Zimmer -s, - |
| die | Lippe | -n | | |

The September issue will contain the remaining nouns and the strong and weak verbs divided into lesson groups suitable for classroom use.

Texts that TALK in Spanish

CONVERSACION FACIL

by J. M. Pittaro

ANECDOTAS FACILES

Each 55¢

Unique in their conversational style, this series of Spanish readers is designed to provide simple, effective reading material for first-year classes in Spanish. The material is presented in the form of dialogue, as distinguished from "flat" reading as in a story. This makes it more readily adaptable for dramatization. The dialogues deal with the home, the school, the city and the country. The books are illustrated with interesting, humorous cartoon-style line drawings. They may be used as basal reading with any first year grammar.

French Texts that Speak for Themselves

by Olga Holenkoff

TIKI ET TAKI—Part I DANS LEUR ILE - - - 30¢
Part II CHEZ LES ENFANTS - - - 40¢

LA JEUNE CAPTIVE - - - - - 40¢

An adventure story for second or third year High School students. With vocabulary.

La Vie de France Series:

DIDINE ET LES AUTRES by Colette Vivier - - - 35¢
LA VIE DE CHAQUE JOUR EN FRANCE

by René Mabel 30¢

PARIS ET LES PARISIENS by P. Riether E. Picard 30¢

LE FRANÇAIS ET LA TERRE DE FRANCE

by Georges Thierry 35¢

These little modern French readers provide the pupils with the pleasant and not too arduous means of learning something of the background of the country whose language he is studying.

The Macmillan Company of Canada
LIMITED

70 Bond Street, Toronto 2

HELPFUL HINTS

HINTS FOR TEACHING ELEMENTARY GRAMMAR

- (1) I should like to pass on a suggestion made to me at the beginning of my career as a teacher. Teach "pas" for not not "ne—pas". If the "pas" is taught as the important word and "ne" as less important the students will not omit the "pas" from their verb constructions.
- (2) Noting the tendency on the part of students to think that "because" is "parce qu'il", I should suggest introducing "parce que" with a noun subject following,—"parce que le garçon
- (3) After we have studied the present tense of a number of irregular verbs, I have the class build up the tense of new verbs from any one of the singular forms. For example, I give the students "il sait", or "tu dois" and they build up the tense.

—J. Louise Galloway, Harbord C. I., Toronto

VARIETY IN VOCABULARY TEACHING

The need of variety in the informal learning of vocabulary is an ever-present problem in Grade IX French. If you teach the Art as well as the French, co-relation can achieve surprisingly good results. Have the class illustrate such nouns as "une maison", "un avion", "un fleuve", etc. and print the French word under the drawing. When these are finished, they may be put up on the display board where they will create considerable interest, in addition to fixing the vocabulary in the subconscious mind of the student.

The possibilities are legion. One of my classes voted to draw common animals, while another asked to draw boys and girls of countries such as Holland, Mexico, Spain, etc. in national costume.

—Jessie Saunders, Fort Erie High & V.S.

TEACHING VOCABULARY BY PHRASES

Teaching vocabulary by phrases seems to me to be the most effective method. When we have read a chapter of "Cours Moyen", we underline the most useful phrases. These may be drilled in various ways during succeeding lessons: as oral completion exercises, omitting one or more words; as a unit to complete a different sentence from the original or the same sentence for the weaker pupils; or as a translation exercise when the work on the chapter is fairly well advanced.

Weak pupils are encouraged to master two or three of these phrases in addition to their daily assignment. A test is written when the unit of work for each lesson has been completed. It has been found unnecessary to continue these tests in Grade XIII, as by that time the learning of these phrases has become routine.

—Emma C. Chambers, St. Catherines C.I.

A MODERN LANGUAGE GROUP

Have you ever considered forming a "Modern Language Group"? In the smaller schools where French is the only Modern Language taught, there are often teachers who have studied another language. To sponsor a club, which has as its objective the attainment of a reading knowledge of another language, and which extends its membership to the best language students, will yield a twofold harvest. The pupils gain an added interest in language study and the teacher is assisted in maintaining his own knowledge of the particular language studied. The club functions very informally after school and there is no special work prescribed. The members should have a fair standing in general school work, and a good mark in language study. It is a pleasure to work with such a group and it is really surprising how much can be accomplished.

—Dorothy Wilkins.

WORDS BORROWED FROM THE FRENCH

INTERESTING WORDS FOR GRADE IX

| | | |
|-------------|----------------|-------------|
| amour | seigneur | coupon |
| à propos | jabot | crèche |
| au courant | messieurs | curé |
| au revoir | Notre Dame | débutant |
| bonjour | par excellence | layette |
| chiffon | personnel | lingerie |
| clientèle | potage | mélange |
| commandant | bureau | meringue |
| connaisseur | café | mesdames |
| cortège | casque | renaissance |
| ensemble | charade | rendez-vous |
| fiancé | château | savant |
| garçon | coupé | tableau |

—G. E.

INTERESTING WORDS FOR GRADE X

| | | |
|---------------|---------------|--------------------------|
| amour-propre | éclat | ragoût |
| argot | élite | rapprochement |
| beau geste | faux pas | répondez s'il vous plaît |
| bel esprit | gaucherie | résumé |
| bien entendu | gourmand | réveille |
| bric-à-brac | liaison | risqué |
| bulletin | malaise | rôle |
| cachet | matinée | russe |
| caisson | mayonnaise | sabot |
| camouflage | mélée | sang-froid |
| cerise | monseigneur | sans-culottes |
| chefs-d'œuvre | naïf | sans-souci |
| chevron | né | savoir-faire |
| coiffeur | noblesse | savoir-vivre |
| confrère | opéra comique | sou |
| consommé | pension | svelte |
| coup-d'état | piquant | valse |
| dénouement | porte-cochère | verve |
| de trop | pot-pourri | vignette |
| distrait | précis | vis-à-vis |

Note: These words may be found in Fowler's *Modern English Usage*. A very interesting and useful lesson can be taught using these French words which have been adopted into the English language.

—G. E.

FRENCH NAMES FROM THE CANADIAN HISTORY BOOK

| | |
|-------------------------|-----------------------------|
| Bagot | Lafontaine |
| Sieur de la Barre | Lalemant |
| Batoche | Laurier |
| Beauséjour | Laval |
| Belleau | Vérendryé |
| Bienville | Pierre Gaultier de Verennes |
| Jean Baptiste le Moyne | Marc Lescarbot |
| Bigot | Chevalier de Lévis |
| Jean de Brébeuf | Marquette |
| Monseigneur Briand | Honoré Mercier |
| Etienne Brûlé | Lachine |
| Cabot | Métis |
| Cape Rouge | Miquelon |
| Cartier | Papineau |
| Samuel de Champlain | Parti rouge |
| Châteauguay | Riel |
| Pierre Chauvin | Routhier |
| Compagnie des Habitants | Phillippe Roy |
| Crémazie | St. Eustache |
| Dandurand | Ste. Foye |
| Dusquesnes | Lévis |
| Louis Fréchette | Sir Etienne Taché |
| Gérin Lajoie | Tadoussac |
| Abbé Groulx | Talon |
| Louis Hébert | Vaudreuil |
| Louis Hémon | Versailles |
| Iberville | Ypres |

Delight the history teacher by teaching the correct pronunciation of these names. —G. E.

MAKE USE OF ADVERTISEMENTS

Strange that the home should judge the student's knowledge of French by whether he can read the French on the honey pail or the cornflakes box, but as long as this appalling situation exists let us not be found wanting in a problem so easy to solve. Just mimeograph a sheet of about 12 short paragraphs collected from these semi-advertisements—and spend a half hour some dull day studying the words for "pill" and "teaspoonful" and "dust", etc. as found on the sheet. Here are the first two or three items on our mimeographed sheet.

(1) Cette délicieuse céréale, consommée chaque jour, aide à fournir la nourriture volumineuse qui fait défaut dans beaucoup de régimes alimentaires. Des millions de personnes, se régalaient chaque jour de —. Leur goût de noisette, si différent et si appétissant, n'a jamais été égalé, et ils sont croustillants comme à leur sortie du four. (Par temps humide, mettez-les dans un plat et faites-les chauffer au four pendant quelques minutes.)

(2) Mode d'emploi. Au contenu de cette boîte, ajoutez une boîte d'eau froide: amenez au point d'ébullition et servez. Si vous la laissez mijoter quelques minutes, sa saveur en sera améliorée.

(3) Pour Mayonnaise. Battez 2 jaunes d'oeuf avec 1 cuillerée à thé de sel et une de sucre en poudre, et 3 cuillerées à thé de moutarde; ajoutez 2 cuillerées à table de vinaigre ou de jus de citron. Ajoutez et battez peu à peu 2 tasses d'huile comestible. —G. E.

FOR GREATER CONTINUITY

Instead of following the time-honoured custom of alternating lessons in Authors and Composition, (Authors on Tuesdays and Thursdays, though the heavens fall!), I have for some years taken consecutive lessons in Authors until a unit of reading has been completed. For instance, last year a chapter of "Maria Chapdelaine" constituted the unit. A complete lesson in "Cours Moyen" would then be done before returning to the work in Authors.

This method I have found more satisfactory than alternating lessons for two reasons: (1) It lends greater continuity to the work; (2) It obviates that "bête noire" of excuses, "I brought the wrong book".

—Ada M. Adams, Patterson Collegiate, Windsor

THE EYE WILL ASSIST THE EAR

"I have used the following plan in Grade IX during the month of September while doing oral work: The students prepare 2 or 3 pages in their notebooks entitled "Les Images". As a new word (or words) is learned during the class period, the student finds a picture of the object and pastes it in his notebook. When the objective of 25 classroom objects has been reached, we then compile our list on the blackboard of the words — noun and phonetic transcription — e.g. une table (ün tabl). The student writes the correct name under the corresponding picture. The numbers from 1-30 may be done in this way too.

In teaching the definite and indefinite article, we then have these to work with, and the teaching of genders also is facilitated.

—Muriel E. Evans, Elmira High School.

L'École Ontarienne

(revue pédagogique)

Recueil de travaux présentés

par

l'Association de l'Enseignement français

de l'Ontario.

Editeur—J. O. Proulx, Rockland, Ontario.

Le numéro, 25 sous.



PROBLEMS AND DIFFICULTIES

Question: In my intensive reading I ask my students, as their home-work assignment to (1) make a vocabulary list of the words they do not know and (2) afterwards to read over carefully the assigned text, marking phrases they do not understand. This second part is stressed as being the important part of the work, the first part being a necessary introduction to it. However, in spite of my efforts, only the better students will read and understand the text. The vast majority of poor or mediocre students look up the words, for that is something tangible that the teacher can check, but they fail to recognize idiomatic constructions as being difficulties, and they will not take the trouble to understand what they are reading. Sometimes they assure me that they have read the text, but questioning reveals that no attempt has been made to link the words together, to make sense of what they have, supposedly, read.

To me, there seems to be only one way of dealing with these students who consistently shirk this part of their work,— and that is demand a translation. However, I hesitate to adopt that method, even as a punishment for unprepared work, for it seems contrary to the idea of our new course.

Can anyone suggest a way of making these lazy people read assigned work intelligently?

Answer: Many teachers give French questions containing the idioms, to be answered in writing at home by the pupil as he prepares his work. This makes the work definite so that it can be checked.

N. B. — Teachers are invited to send in solutions to this difficulty.

A LETTER TO THE EDITOR

178 McDougall St.
Sault Ste. Marie, Ont.
March 27th, 1945.

Mr. Geo. A. Klinck,
Toronto, Ontario.

Dear Mr. Klinck,—

The teachers of Modern Languages on the Collegiate Staff here have found The Can. Modern Language Review most helpful.

Through the columns of your excellent magazine, would you at some time indicate where to obtain suitable sight pieces for Grade XI French exams. Also where I may obtain books of French poetry suitable for memory work in Grades X, XI.

If requests of this nature are not accepted by the magazine, merely cast this one aside.

Yours sincerely,
(Miss) Winifred Williamson.

Editor: See list of Books Recommended for Sight Reading under Book Reviews. Readers are invited to send in the titles of other books that might meet Miss Williamson's requirements.



BOOK REVIEWS

"ACQUIRING SPANISH" by Campa, Maxwell, Hagood and Cebollero, published by The MacMillan Company, 1944, has several splendid features. Here are some of them:

- (1) The number of each page is given at the bottom in Spanish. Thus the pupil can learn to count to 414 without any really conscious effort.
- (2) The pictures, 86 in all, constitute an interesting and highly instructive illustrated travelogue on Spanish America.
- (3) After each 5 lessons have been covered, there is a review chapter.
- (4) The use of heavy, block type in the text of the lessons to attract and fix your attention on new forms, words and phrases is a fine idea.
- (5) The treatment of the verb: the essential information on this rather complex subject is presented to you by degrees, not too much at a time, painlessly and pleasantly. There is also a comprehensive summary of the verb at the end of the book. It strikes me as the best plan for dealing with the verb problem that I have seen to date.
- (6) In each lesson a little group of idiomatic expressions called "We say it this way in Spanish" is enclosed in a rectangle to give it prominence.
- (7) In the first 5 lessons the material is presented in Spanish and English side by side.

The book does not carry the pupil quite far enough to make it suffice as a text for middle school standing in an Ontario High School. There is no mention of the uses of the subjunctive mood.

However, it is a very attractive text and one bound to excite interest in Spanish as soon as seen. This feeling is likely to increase rather than diminish as the pupil proceeds in his study. With many texts interest soon lags and no serious attempt seems to have been made to buoy it up.

M. C. Brokenshire, Jarvis Collegiate Institute, Toronto

L'ENTENTE A L'EPREUVE, by René Balbaud. 84 pages. Oxford University Press, 1943.

The author of this little book, who was born in Canada, but lived most of his life in France, has made a careful study of the unfortunate events which have strained the Anglo-French Entente since May, 1940.

René Balbaud joined the French army on the outbreak of war, and was evacuated to England in the great rescue of Dunkirk. Later he took charge of the radio station at Bathurst, Gambia, where his chief duty was to inform the peoples of French West Africa as to the political policies of the Allies and thus counteract enemy propaganda, which constantly made use of every available means to stir up ill-feeling between French and British with a view to destroying the Entente Cordiale.

Mr. Balbaud, who had access to documents of an official nature, is able to show conclusively that most of the supposed "grievances" felt

by certain Frenchmen against the British, in connection with the Dunkirk evacuation, the "tragedy of Oran", the occupation of Syria and Madagascar, etc., were manufactured by enemy propaganda. He makes it quite clear that whatever injuries were inflicted upon the French by the British were absolutely unavoidable if the war was not to be lost.

As to the attitude of the British towards the French, the author declares that he found pro-French sentiment in England stronger than ever, in spite of the disillusionment caused by the unpreparedness and the reverses of the French army. One cannot but hope that this little book will receive all the publicity it deserves.

—A. L.

LE FRANÇAIS DES AFFAIRES—par L. A. Belisle, cloth, 286 pages. No price given. Toronto, Macmillan; Quebec City, Belisle.

A guide to the best usage in business French for teachers and advanced students of commercial French, this volume contains a short dictionary of commercial terms with explanations in French; exercises in finding "le mot juste"; a discussion of common errors in spoken French; a discussion of the letter from all aspects, with illustrations; and abbreviations of common French and English commercial terms.

—M. S.

LE ROI DE ROME—by Octave Aubry. Les Editions Variétés, Montréal. Paper, 386 pages. Price \$1.85 by mail.

Those who have read Edmond Rostand's famous play, "L'Aiglon", should derive the best form of entertainment from the reading of "Le Roi de Rome" by Octave Aubry (re-edited by Les Editions Variétés, Montréal).

In this excellent biography, the author describes Napoleon's joy at the birth of his long awaited son whose existence was to have cemented an everlasting union between France and Austria. That it did not was due largely to Marie Louise's indolence, to Emperor François Joseph's total reliance on Metternich, who, not without cause, hated Napoleon.

The latter's son was never permitted to succeed his father on the throne; he was, instead, taken away to Schönbrunn where Metternich kept him a virtual prisoner, holding him as a threatening pawn on the European chess-board.

Napoleon's son died at the age of 21 and one cannot help wondering what would have happened in Europe if he had lived long enough to fulfill the great hopes he had aroused during the course of his short life. "Le Roi de Rome" is easy to read and promises not a dull moment.

—J. L.

LE TIGRE ET SA PANTHERE—by Guy de Larigaudie. Toronto, Longmans, Green & Co. 157 pages. Price 75¢.

This is another in the "Signe de Piste" series of short stories of adventure. A young scout shipwrecked on the Indian coast tames a large, black panther which subsequently becomes his constant companion. After a number of dangerous encounters, the boy is rescued and with his family soon returns to France. The rest of the book relates the various adventures resulting from the panther's clash with civilization. The story should appeal especially to boys, and, if the language could be somewhat simplified and a vocabulary added, would make excellent outside reading in Middle and Upper School. Vivid black and white illustrations accompany each chapter.

—Catherine Liddy, N. T. C. I.

FRENCH BOOKS RECOMMENDED BY TEACHERS FOR OUTSIDE READING

(Arranged by M. Sniderman in order of frequency of recommendation.)

Books marked * are also recommended for Grade X reading.

Number to the left of title indicates publisher. Refer to foot of page for Directory of Publishers.

GRADE XI

| | Title | Author | Editor |
|---|---------------------------------------|---------------|----------------|
| 1 | Slim Kerrigan | Boutinon | Gurney & Scott |
| 1 | *Ted Bopp | Ceppi | |
| 6 | Les Laval aux Indes | Larive | |
| 1 | L'Armure du Magyar | Bernay | Gurney & Scott |
| 6 | *Les Laval dans le Désert | Larive | |
| 1 | *Le Casque Invisible | Ceppi | |
| 1 | Ma Princesse Chérie | Dekobra | Hartland |
| 6 | Les Laval dans les Alpes | Larive | |
| 2 | *Contes Dramatiques | Hills & Dondo | |
| 1 | *Nos Lycéens | Ceppi | |
| 1 | Les Trois Mousquetaires | Dumas | Hawkins |
| 6 | 20 Jours en Angleterre | Verdier | |
| 6 | L'Oncle Maurice | Fiennes | |
| 1 | *Hank Le Trappeur | Boutinon | Gurney & Scott |
| 4 | *Jeunesse | Titterton | |
| 9 | M. Fogg aux Indes | Verne | Hopper |
| 3 | Reading Approach to French | Ford & Hicks | |
| 2 | L'Attaque du Moulin | Zola | Bond |
| 2 | Les Oberlé | Bazin | Haygood |
| 1 | La Souricière | Margueritte | Gurney & Scott |
| 9 | Le Prisonnier du Château d'If | Dumas | Hopper |
| 1 | Ernest, Ernestine et Cie | Ceppi | |
| 4 | *Un An à Nouméa | Mourot | |
| 4 | Pototo et la T.S.F. | Lenotre | Lebonnois |
| 4 | Le Mystère des Mousquetaires | Titterton | |
| 8 | Les Aventures de Tristan Tiault | Brotherton | |
| 7 | Quelques Nouvelles Histoires | Gobel | |
| 5 | Durtol: Aviateur | Packer | |

GRADE X

| | | | |
|---|---|---------|------|
| 1 | Jean Bonnard, Petit Écolier | Garrett | |
| 2 | Aucassin et Nicolette | Bida | Bond |
| 6 | Les Laval Chez Eux | Larive | |
| 6 | Les Mésaventures de la Famille Pinson | Mairet | |
| 2 | Sept d'un Coup | Dumas | Bond |
| 1 | Les Bonnard Chez Eux | Garrett | |
| 1 | Encore des Petits Contes | Ceppi | |

DIRECTORY OF PUBLISHERS

- 1 Clarke, Irwin and Co., Ltd., 480 University Ave., Toronto.
- 2 Copp Clark Co. Ltd., 517 Wellington St. West, Toronto.
- 3 J. M. Dent and Sons (Canada) Ltd., 215 Victoria St., Toronto.
- 4 Longmans, Green and Co., 215 Victoria St., Toronto.
- 5 Macmillan Co. of Canada Ltd., 70 Bond St., Toronto.
- 6 Thos. Nelson and Sons Ltd., 91 Wellington St. West, Toronto.
- 7 Renouf Publishing House, 1433 McGill, College St., Montreal.
- 8 Ryerson Press, 299 Queen St. West, Toronto.
- 9 Gregg Publishing Co., 30 Bloor W., Toronto.
- 10 Ginn & Co., 863 Bay St., Toronto.
- 11 Les Editions des Variétés, 1410 rue Stanley, Montreal.
- 12 Sir Isaac Pitman & Sons, 383 Church St., Toronto.
- 13 W. J. Gage & Co., 84 Spadina Ave., Toronto.

FRENCH BOOKS RECEIVED

JOUONS—by MacGowan and Amaron. Cloth, 139 pages. Price 65¢. Toronto, Macmillan, 1942.

TEACHER'S MANUAL FOR JOUONS—by MacGowan and Eaton. Cloth, 185 pages. Price \$1.60. Toronto, Macmillan, 1942.

AVANÇONS—by MacGowan, Amaron and Eaton. Cloth, 208 pages. Price 80¢. Toronto, Macmillan, 1942.

TEACHER'S MANUAL FOR 'AVANÇONS'—by MacGowan and Eaton. Cloth, 189 pages. Price \$1.60. Toronto, Macmillan, 1942.

A JUNIOR FRENCH GRAMMAR—by F. Lister. 114 pages. Price 70¢. Toronto, Macmillan, 1943.

JUNIOR FRENCH COMPOSITION—by F. Lister. 187 pages. Price \$1.00. Toronto, Macmillan, 1943.

JUNIOR FRENCH COMPOSITION PASSAGES—by F. Lister. 92 pages. Price 60¢. Toronto, Macmillan, 1943.

PROMENADES LITTÉRAIRES—ed. by Ernst, Lebert, and Schwarz. A college text. Cloth. 325 pages. Price \$2.65. Toronto, Ryerson, 1942.

SOUVENIRS FRANÇAIS EN AMÉRIQUE—by Fouré et Fouré. Cloth, 361 pages, including a vocabulary and exercises. Price \$2.00. Toronto, Ginn, 1942.

LE FRANÇAIS DES AFFAIRES—‘Suivi d'un traité de Correspondance comprenant de nombreux modèles de lettres annotées.’—by L. A. Belisle. Cloth, 286 pages. Toronto, Macmillan; Quebec City, Belisle; 1943.

EN GUETTANT LES OURS—by Edmond Grignon (“Vieux Doc”). Paper, 259 pages. Toronto, Macmillan; Quebec City, Belisle, 1930.

MADELEINE LEGROS ET SES COUSINS—by N. H. Garrett. Cloth, 61 pages of text. Price 60¢. Toronto, Clarke, Irwin, 1944. Suitable for Grade XI girls.

LES CARACTÈRES (ou les mœurs de ce siècle)—by Jean de la Bruyère. Paper, 367 pages. Price \$1.25; by mail, \$1.35. Montreal, Variétés, 1944.

LE ROI DE ROME—by Octave Aubry. Paper, 386 pages. Price \$1.75; \$1.85 by mail. Montreal, Variétés, 1939.

RECOMMENDED FOR SIGHT READING

FRENCH WITHOUT TRANSLATION—by R. Spencer Briggs. Limp. 127 pages. Prose and verse; questionnaires. Price 55¢. Toronto, Clarke, Irwin, 1938.

FRENCH COMPREHENSION TESTS—by F. C. Roe. Limp. 216 pages. Prose and verse; questionnaires. Price 60¢. Toronto, Nelson, 1935.

FRENCH PASSAGES—by H. A. Treble. Cloth. 166 pages. Prose and verse. Price 60¢. Toronto, Clarke, Irwin, 1933.

NEW SPANISH BOOKS

CONVERSACION FACIL—by John M. Pittaro. Paper, 87 pages. Illustrated. Price 55¢. Toronto, Macmillan, 1945.

‘To satisfy the urgent demand for effective training in Spanish speech, “Conversacion fácil” . . . will supply abundant opportunity for the student to express himself in simple but adequate Spanish.’

ANECDOTAS FACILES—by John M. Pittaro. Paper, 74 pages. Illustrated. Price 55¢. Toronto, Macmillan, 1945.

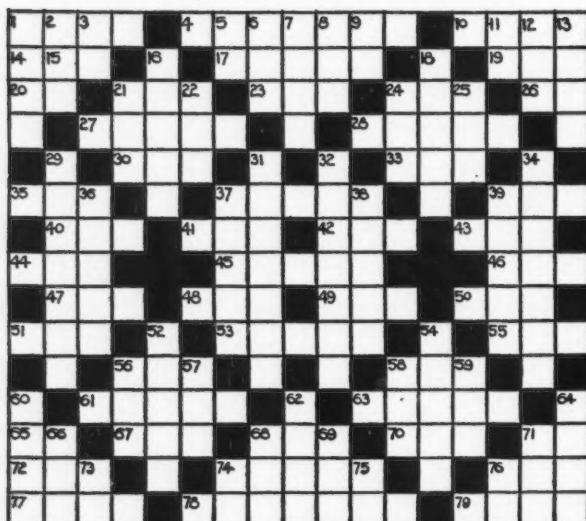
‘Oral Spanish is featured throughout the book. These short stories are confined to words and idioms of very high frequency. Each story unit falls into one of the four fundamental life areas: the school, the home, the city, and the country. . . . Amusing incidents in life give us material and incentive for conversation.’

NEW CANADIAN BOOKS

A CANADIAN PEOPLE—by Lorne Pierce. A stimulating and outspoken analysis of our national problems, political, educational and economic, by a distinguished connoisseur of Canadian life and letters. Cloth, \$1.50; paper boards, \$1.00. Toronto, 1945.

A SCHOOL GERMAN COURSE. Parts I and II—by D. H. Stott. Cloth. Part I, 172 pages. Part II, 188 pages, with English-German and German-English vocabulary. Price, 5 shillings each part. London, Methuen, 1944. Using inductive and other active methods, these texts are worthy of the attention of all teachers of German.

MOTS - CROISES



Horizontalement

- 1 contraire de 'molle'
- 4 durant
- 10 contraire de 'vivant'
- 14 simple ou joint
- 17 étoffe
- 19 sans vêtements
- 20 adj. démonstratif
- 21 son aigu
- 23 période
- 24 condiment
- 26 conj. de coordination
- 27 qui a du poil
- 28 contraire de 'pères'
- 30 art. déf.
- 33 adj. démonstratif
- 35 contraire de 'humide'
- 37 adj. poss.
- 39 adj. démon.
- 40 contraire de 'triste'
- 41 poche
- 42 chemin
- 43 pièce d'argent
- 44 point cardinal
- 45 arriver
- 46 art. indéfini
- 47 océan
- 48 beau
- 49 laid
- 50 son aigu
- 51 propre
- 53 songer
- 55 adj. poss.
- 56 sorte de grain
- 58 adj. poss.
- 61 contraire de 'long'
- 63 nettoyer avec de l'eau
- 65 du verbe 'lire'
- 67 principe de vie
- 68 pron. pers.
- 70 pron. pers.
- 71 du verbe 'voir'
- 72 animal à longues oreilles
- 74 contraire de 'blanche'
- 76 liqueur faite avec du raisin
- 77 nouveau
- 78 du verbe 'penser'

ITEMS OF INTEREST

THE EASTER CONVENTION OF THE ONTARIO MODERN LANGUAGE TEACHERS' ASSOCIATION

The 1945 Easter convention of the Modern Language Teachers' Association marked the culmination of another year of progress. In his presidential address, Professor H. A. Freeman of McMaster University, assessed the allegedly miraculous results obtained by Army Training Programmes in the teaching of Modern Languages. This timely and significant evaluation will be placed on record in the O.E.A. Book of Proceedings which will be sent to all members of the Ontario Educational Association early in September.

The effectiveness of the direct oral approach and the intensive method of instruction was demonstrated by Dr. E. B. de Sauzé of Cleveland in his address on the Principles and Technique of the Multiple Approach. This interesting exposition of the Cleveland Plan constitutes the leading article in the current issue of the "Canadian Modern Language Review".

Professor Robert Arnold's address in German on 'Das deutsche Volksslied' was greatly appreciated by those teaching the German language, and Prof. St. E. de Champ of University College delighted the audience with his animated résumé of 'Un demi-siècle d'enseignement du français'. Professor de Champ, who has now retired from active service at the University of Toronto, carries away with him the affection of his colleagues and the gratitude and good wishes of his numerous disciples. At its latest convocation, The University of Montreal conferred upon Professor de Champ a doctorate* in letters, in recognition of his distinguished contribution to French instruction in this country during his fifty years of service.

At the Wednesday morning session, April 4, the following resolutions were adopted:

1. Whereas many teachers of German find that there is too great a gap between the texts "Sprechen Sie Deutsch" and "Schreiben Sie Deutsch", be it resolved that the Modern Language Teachers' Association request that a set of supplementary exercises be prepared and authorized to bridge the gap between grade XII and grade XIII.

2. Whereas progress in the teaching of a Modern Language is materially lessened when the pupils have an inadequate knowledge of English Grammar, and in view of the fact that the time allotted to the teaching of Modern Languages does not allow the Language Teacher to undertake this work, be it resolved that the Modern Language Teachers' Association advise the Department that it would facilitate the instruction in Modern Languages if the subject of English Grammar were more uniformly emphasized in the schools of Ontario.

| | | |
|------------------------|-------------------------|------------------------|
| 79 breuvage | 16 demander | 54 songes |
| Verticalement | 18 contraire de 'mères' | 56 gros serpent |
| 1 qui viennent après | 21 cou | 57 période |
| les princes dans la | 22 pron. pers. | 58 contraire de 'bien' |
| hiérarchie royale | 24 contraire de | 59 adj. poss. |
| 2 art. indéfini | 'humide' | 60 projet |
| 3 du verbe 'rire' | 25 art. déf. | 62 sorte de légumes |
| 5 conj. de coord. | 29 les carottes et les | 64 astre qui brille la |
| 6 nom de celui qui | radis sont des _____ | nuit |
| survécu au déluge | 31 révéler | 66 art. indéfini |
| 7 raconter | 32 venir | 68 adj. poss. |
| 8 bière anglaise | 34 assemblée | 69 colère |
| 9 adv. de négation | 36 plus jeune | 71 rapide |
| 11 pron. indéfini | 37 nettoyer à l'eau | 73 du verbe 'avoir' |
| 12 chemin | 38 devenir sûr | 74 adv. de négation |
| 13 partie du corps au- | 39 du verbe 'courir' | 75 dans |
| dessus des épaules | 52 instrument avec | 76 du verbe 'aller' |
| | lequel on écrit | |

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3. Whereas teachers often desire to prepare for winter work during the summer and may be influenced in their choice of summer courses by this consideration, and whereas in these times it is often necessary to place requisitions early in order to obtain an adequate supply of texts in September, be it resolved that the Modern Language Teachers' Association request that the announcement of the selection of Modern Language texts be made well before the end of the school term.

4. Whereas, in the teaching of Modern Languages, emphasis is being placed upon oral work which entails much individual attention, be it resolved that the Modern Language Teachers' Association communicate to the Department the fact that it deplores the present tendency to large classes and that it hopes that something can be done to mitigate the situation as soon as conditions permit.

5. Whereas many of the pupils have no opportunity to hear French spoken outside the classroom, be it resolved that the Department be requested to encourage short broadcasts in French. These broadcasts should be specially adapted, from the standpoint of subject, vocabulary, enunciation and speed to the needs of the Secondary School pupils of the province. Be it further resolved that the Department be requested to provide a series of suitable French language films for use in the Secondary Schools of the province.

6. Whereas the Department has responded so generously to the requests forwarded to it as a result of the Resolutions passed at the 1944 Easter meeting, be it resolved that the Modern Language Teachers' Association offer hearty thanks to the Department and assure it that its action has been a great encouragement to the teachers of Modern Languages.

The above resolutions were submitted to the Department of Education on April 10.

The Ontario Educational Association, of which the O.M.L.T.A. is a Section, has instituted a programme of progressive educational reform, relating to all phases of education. Join now for 1945-46, designating the O.M.L.T.A. as your special Section, and help us solve the problems of education in Ontario.

The newly elected Executive Committee of the O.M.L.T.A. met in Victoria University on June 9.

The Executive approved the recommendation of the Editorial Committee that the annual subscription rate of the Canadian Modern Language Review be raised to \$2.00 to allow for an unavoidable increase in the cost of printing. * The resignation of Mr. Morris Sniderman from the Editorial Committee of the 'Review' was accepted with deep regret. Mr. Sniderman has served the Association faithfully and efficiently during the past year. Miss Marjorie Fugler of Humberside Collegiate, Toronto, was appointed to the Editorial Committee to replace Mr. Sniderman.

The matter of preparing a brief for presentation to the Royal Commission on Education set up by the Drew government will be discussed further at the fall meeting of the Executive on November 3. Members of the O.M.L.T.A. are invited to submit suggestions regarding the improvement of Modern Language instruction to the Secretary or to any other member of the Executive Committee. **

G. A. Klinck, Secretary.

* See enclosed circular explaining the situation.

** The names of the 1945-46 Executive Committee are listed on contents page.

NEWS FROM THE DEPARTMENT

The Ontario Department of Education has authorized the following two alternative textbooks for use in the Lower School to replace 'Basic French':

'Cours primaire de français'—by Jeanneret and St. John.

'Parlez-vous français'—by Huebener and Neuschatz.

The Moderns Committee of the Department has made a thorough survey of the present course of study and has worked out a comprehensive plan for revision. Consideration is being given to the objectives of the course, the prescriptions for the various grades, and the recommended reading lists. It is expected that the new Courses of Study in Modern Languages, if approved, will be issued before September, 1946. This pamphlet, which will contain a complete statement of the revised course, will be of interest to Moderns teachers. The possibility of a few radio broadcasts in French is being considered for the coming year.

SUMMER COURSE IN ORAL FRENCH

The Ontario Department of Education will offer a course in Oral French at University College, University of Toronto, from July 4th to August 4th. This course is organized to enable teachers of French to improve themselves in French pronunciation, conversation, and oral composition, as well as in the methods of teaching the language. Special attention will be given to innovations to be introduced into the Course of Studies, and a large part of the oral work will be based directly on the new French text-books for Grades IX and X. Teachers taking the course will live in residence, the women in Falconer House, 85 St. George St., and the men in the Men's Residence at 73 St. George St. Native French tutors will also live in residence to give every opportunity for practice in French conversation throughout the day, at meals, on the lawn, during excursions in and about the city. Each small group, self-constituted if desired, will be in charge of a tutor who will cover an organized programme of topics of conversation. There will be only two hours of class instruction daily, the rest of the time being devoted to lectures, French movies, French songs, French plays in which the teachers in attendance will take part, French games, etc. The fee for the Course will be ten dollars, and the cost of room and board will be approximately fifty dollars. Reduced fares will be granted by the railways. The examination at the conclusion of the Course will be optional. Successful candidates will be granted a "Certificate in Oral French" by the Department of Education. Application forms may be obtained from the Deputy Minister of Education, Parliament Buildings, Toronto. These should be returned immediately, as the accommodation is limited. A pamphlet giving complete details concerning the Course may be obtained from the Deputy Minister of Education.

"Given the same amount of time and equal motivation for the student, our foreign language teachers can teach our students to speak a foreign language fluently and correctly just as quickly as any other teachers in the world. But they will never teach anyone to speak correctly and fluently unless they have more time—either in the form of intensive, shorter courses, or pre-war style courses extending over a longer period. They will never get more time until they convince the Public that they will give it what it wants, which is "a speaking knowledge". It's up to the college or school administration and the teacher to take the first step; you can only begin by beginning." (From Foreign Language News, November 1944, Henry Holt & Co.)—French Review, March, 1945.

YOUTH RESUMES CORRESPONDENCE WITH FORMER PUPIL OF O.C.V.I.

"France, so long silent under the heel of the Nazi oppressor has now awokened again and to indicate this the correspondence which took place between French students and students in the Oshawa Collegiate and Vocational Training Institute prior to the war has begun again. Several letters have been received by young people in Oshawa from school contemporaries in France who were forced to discontinue due to the occupation of France. It is almost like a voice from the dead to re-establish this link after five years of silence.

Miss Gladys Edmondson, who teaches French at the O.C.V.I. informs The Times-Gazette that prior to the war there were at least 80 students in the school who were corresponding with young French people. The arrangements were made through teachers here with the Dept. of Education in France. Doubtless it has often entered the minds of many of the correspondents that it would be nice to write again to their young friends. From letters received from France there is no doubt but that letters would be welcome."

—Oshawa Times-Gazette.

"RE-THINKING OF VALUES"

"There must be a better balance in the curriculum between technical and humane studies. Since World War I it has been difficult for a new subject to obtain a hearing unless it was dubbed 'scientific'. The method of rigid scientific analysis was often taken over in the studies of the humanities and social studies with dubious results, certainly with a loss of moral fervor so needed in the recent period of disillusionment and cynicism. Today we are living in a revolution and are engaged in intense re-thinking of values. The individual, his needs and development, must always be the central fact of education. His environment, natural and humane, immediate and distant, must provide the materials of study. New methods of treating subject matter must be added to the well-established ones if we are to understand the significance of changed conditions." (Stephen Duggan, Director, Institute of International Education, News Bulletin, Oct. 1, '44.)

—French Review—Jan., 1945.

"On Fait Ce Qu'on Peut"



STUDENT BONERS

Une charue est une sorte de chapeau.

Une bouteille est quelque chose qui contient du vin ou du lac.

Un crieur est une personne qui dit les nouvelles à tout le monde en parlant plus fort.

Un imperméable est un pardessus qui garde le corps quand elle pleure.

Paul a traversé la Manche sur un train.

—Quel est le contraire de dépenser?—Penser.

Le pommier et le pêcheur sont deux arbres fruitiers.

—Easter examinations at North Toronto C.I.

Two German ships arrived in Sweden with German soldiers and Norwegian quislings who desired interment.—Toronto Daily Star.

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Das deutsche VolksliedRobert K. Arnold, Victoria University, Toronto.
 An Original French Poem of Italian Inspiration in Early Canadian LiteratureEmilio Goggio, University College, U. of T.
 An Intensive Language ProgrammeJ. H. Parker, Carleton College, Ottawa.
 A Plan for Teaching Pronunciation.....J. C. Doherty, St. John, New Brunswick.
 Oral Work and PronunciationJohn C. Dubeta, Principal of Warstite H. S., Alberta.
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 Making French a Living LanguageGérard Belanger, Regiopolis College, Kingston.
 Some Notes on the Lower School....Agnes W. Mackintosh, Brantford C.I.
 'Blanche-Neige et les Sept Nains'A puppet play by grade X students—Dorothy M. Wilkins, President, O.M.L.T.A., Oshawa Collegiate Institute.
 Helpful Hints on Oral Work and Pronunciation.
 Type Fall Examinationsincluding a French paper on each of the two new Lower School texts.
 Book Reviews.
 The Tinder-BoxA new discussion page for teachers.

SOLUTION DES MOTS-CROISES

| Horizontal | Vertical | |
|------------|------------|------------|
| 1 dure | 53 rêver | 18 pères |
| 4 pendant | 55 son | 21 col |
| 10 mort | 56 blé | 22 ils |
| 14 uni | 58 mes | 24 sec |
| 17 toile | 61 court | 25 les |
| 19 nue | 63 laver | 29 légumes |
| 20 ce | 65 lu | 31 déceler |
| 21 cri | 67 âme | 32 arriver |
| 23 ère | 68 toi | 34 réunion |
| 24 sel | 70 les | 36 cadet |
| 26 et | 71 vu | 37 laver |
| 27 poilu | 72 âne | 38 sûrir |
| 28 mères | 74 noire | 39 cours |
| 30 les | 76 vin | 52 plume |
| 33 ces | 77 neuf | 54 rêves |
| 35 sec | 78 pensent | 56 boa |
| 37 leurs | 79 café | 57 ère |
| 39 cet | | 58 mal |
| 40 gai | 1 ducs | 59 ses |
| 41 sac | 2 une | 60 plan |
| 42 rue | 3 ri | 62 pois |
| 43 sou | 5 et | 64 lune |
| 44 sud | 6 Noé | 66 une |
| 45 venir | 7 dire | 68 ton |
| 46 une | 8 ale | 69 ire |
| 47 mer | 9 ne | 71 vif |
| 48 bel | 11 on | 73 eu |
| 49 vil | 12 rue | 74 ne |
| 50 cri | 13 tête | 75 en |
| 51 net | 16 prier | 76 va |

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